

## **EDUC 324, ELEMENTARY SOCIAL STUDIES METHODS:**

Fall, 2018

Section 1: Tuesdays & Wednesdays, 11:00 - 12:15 Rm CPS 230

Section 2: Tuesdays & Wednesdays, 12:30 – 1:45 Rm CPS 230

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Other times by appointment

(Once the full-time practicum begins, you can arrange to meet with me after school on Tuesdays)

**Purpose:** The purpose of this course is to provide you with a deeper understanding of what social studies is as a curriculum area, including the five disciplines of social studies (behavioral sciences, geography, history, political science, economics) plus current events, why each discipline is important to teach, and how each discipline can be effectively taught to elementary level children. As in all School of Education courses, the Wisconsin Teacher Standards will provide the backbone for what we do in this class. The following is an overview of this course using an Understanding by Design planning approach, which you will use for all curriculum planning for this course.

**STANDARDS** (Wisconsin Teacher/INTASC Standards, also the School of Education program learning outcomes, the \* indicates which ones are most emphasized in this course)

### **The Learner and Learning**

**Standard #1: Learner Development** The student can explain the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

**Standard #2: Learning Differences** The student can explain how children with broad ranges of ability learn and develop/provide instruction that supports their intellectual, social, and personal development.

**Standard #3: Learning Environments** The student can explain how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

### **Content**

**Standard 4: Content Knowledge** The student can implement a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills. \*

**Standard 5: Application of Content** The student can explain and apply principles of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. \*

### **Instructional Practice**

**Standard #6: Assessment** The student can utilize effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom. \*

**Standard #7: Planning for Instruction** The student can organize and plan systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals. \*

**Standard #8: Instructional Strategies** The student can explain and apply formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. \*

### **Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice** The student can apply reflective thought to their teaching practice and evaluate and explain the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others. The student can identify professional growth opportunities and explain how these opportunities might contribute to their teaching success and effectiveness.

**Standard #10: Leadership and Collaboration** The student can build and foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being, and demonstrates the ability to act with integrity, fairness and in an ethical manner.

### **Enduring Understandings**

*Elementary Methods Block students will understand that...*

- Social studies, which includes several social science areas/disciplines, is taught to promote civic competence/citizenship
- Social studies is taught to help young people develop the ability to make informed and reasoned decisions for the public good (as citizens of a culturally diverse, democratic society in an interdependent world)
- A classroom can be organized to build community and support the learning of civic competence/citizenship

### **Essential Questions**

What does it mean to be a citizen of a culturally diverse, democratic society in an interdependent world?

What knowledge, skills, and dispositions does a “citizen” need in order to make decisions for the “public good”?

What can students learn about citizenship from their time and experiences in classrooms?

### **Knowledge (Know):**

*Elementary Methods Block students will be able to/can...*

- Explain important goals and big ideas for social studies as a whole and for each of the five discipline areas included in the Wisconsin Model Academic Standards for Social Studies
- Identify a variety of resources (textbooks, children’s literature, professional books, journals, websites, videos, etc.) and strategies that can be used for achieving specific goals/outcomes in social studies
- Describe a variety of assessments that can be used for determining student understanding/learning in social studies

### **Skills (Be able to):**

*Elementary Methods Block students will be able to/can...*

- Develop social studies curriculum and instruction that addresses/explores enduring understandings in the five discipline areas (behavioral sciences, geography, history, political science, and economics)
- Develop/utilize a variety of teaching strategies/learning activities and assessments to achieve specific goals/outcomes in social studies
- Develop/utilize learning activities, teaching strategies, resources, and assessments that address a variety of student interests, learning profiles, and readiness levels (differentiation)

### **Dispositions (Value/Appreciate):**

*Elementary Methods Block students will be able to/can...*

- Explain the importance of teaching the knowledge, skills, and dispositions students need to be citizens of a culturally diverse, democratic society
- Explain the importance of utilizing teaching strategies, resources and assessments that are effective/appropriate for their students, who will have diverse backgrounds, needs, assets, and learning profiles

## **ASSIGNMENTS, POLICIES AND OTHER CONSIDERATIONS**

### **I. REQUIRED READINGS**

You are required to read:

1. Parker, W.C. (2012). *Social Studies in Elementary Education*. (14<sup>th</sup> ed.) (Rental)
2. Lindquist, T. (2002). *Seeing the Whole Through Social Studies*. (2<sup>nd</sup> ed.) (Purchase)
3. Wisconsin Department of Public Instruction. (1998). Wisconsin’s Model Academic Standards for Social Studies (may be purchased at the UWSP Book Store or downloaded for free from the DPI website)

## II. UWSP COMMUNITY RIGHTS AND RESPONSIBILITIES

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. I adhere to this policy to create an inclusive and safe classroom environment for all of you. The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. To see the entire Rights and Responsibilities document go to: <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>.


This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

## III. AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). Please know that the Disability Services Office can also help you to obtain accommodations for mental health issues. You can find more information here: <http://www4.uwsp.edu/special/disability/>.

## IV. SOE Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#)  we expect from our students and graduates. In EMB, we don't expect you to be at the final "Mastering" level in your dispositions, but we will use this model for your own self-evaluation and goal-setting.

**V. ATTENDANCE AND PARTICIPATION** (10 pts. self/peer assessment, 10 pts. instructor assessment) See Classroom Community Contract and the following:

Attending class meetings is a requirement and professional expectation of the course/program. If you must miss class, please send an email to Dr. DeHart before the missed class or as soon as possible afterwards to say you will be missing and the date. **If you do not send an email regarding any absence, it will be considered unexcused and five points will be deducted from your attendance and participation score for each absence.** When instructor has been emailed, the first absence will result in the loss of one attendance point and the second absence will result in the loss of three additional points. For any absence beyond two (unless a doctor's note is provided for illness), five points will be deducted from your attendance and participation score up to 20 points.

Attendance requirements for the practicum experience at a local field site must be met. Students who meet the on-campus expectations for this class yet exhibit excessive tardiness, unexcused absences, poor or unsatisfactory performance in their practicum field experience with respect to the Wisconsin Teaching Standards will receive one of the following:

- A. a **failing grade in this class** with or without the option of repeating the entire experience,
- B. an **incomplete grade earned in this class**, the *disqualification* of student teaching the following semester and the requirement of successfully completing an additional practicum experience prior to student teaching. The field experiences office will coordinate this placement.

## VI. LATE POLICY

If you know you are not going to be able to hand an assignment in on time, please email or talk to me in class to let me know that it is going to be late and when it will be submitted. If you do not notify me about a late assignment or if the assignment is not submitted within 7 calendar days of the due date, the most credit you can receive is half of the full points the assignment is worth. The only exception to this Late Policy is for the Integrated

Children's Literature, Language Arts and Social Studies Lesson in the Practicum (XII) so please read that section for clarification.

#### **VII. STEP BOOK OF INSTRUCTIONAL STRATEGIES (5 points)**

To help you identify and remember social studies teaching strategies you would like to implement in your own classroom, you will create a STEP BOOK (the process of making a step book will be explained in class) of ideas that you learn about through class readings and activities. The course calendar indicates which text pages/chapters to read and also indicates when you need to add strategies to your STEP BOOK. You must include a minimum of 2 strategies (**1 strategy in each area must come from assigned course readings**) in each of the following 8 areas: 1) geography, 2) history, 3) political science, 4) economics, 5) current events, 6) language arts integration, 7) behavioral sciences 8) must include 2 additional strategies for classroom organization/management under behavioral sciences. For each of the strategies, you should include enough explanation of the strategy that you could remember how to teach it and enough explanation about why you think it is a good strategy to encourage you to implement it in your own classroom (2 – 4 sentences). This is the only assignment that may be handwritten. Please bring your STEP BOOK of strategies to our last on campus class meeting, as that is when you will receive credit for the strategies.

#### **VIII. RATIONALE AND UNDERSTANDING BY DESIGN (UbD) TEMPLATE, STAGE 1, FOR UNIT PLAN (8 pts.)**

We will spend a class period in the UWSP IMC examining elementary social studies textbooks, assessing their strengths and limitations, and exploring what content and skills are taught at different grade levels. Using this information as a springboard, you will work with your unit plan group to complete a draft of a rationale and Stage 1 of the UBD Unit Planning Template for your unit topic. Completing this assignment will help you to identify what social studies content and skills are important to teach and keep you focused on the big ideas/enduring understandings you want students to get from your curriculum unit. Please see the rubric for this assignment in D2L to see how it will be graded.

#### **IX. UbD UNIT PLAN CONFERENCE WITH DR. DEHART (2 pts.)**

To help move you along in the process of developing your integrated unit and to provide an opportunity for you to receive feedback before you have finished your whole unit plan, you will submit a unit plan proposal following an Understanding by Design (UbD) curriculum planning template that will be distributed during a Monday seminar. Your unit plan group will also have a twenty-minute meeting with Dr. DeHart about your unit plan proposal. These meetings will be scheduled during seminar time, class time or during Dr. DeHart's office hours. She will provide you with available times and your group will sign up for a meeting. **Attending the conference will automatically result in receiving two points.**

#### **X. INTEGRATED CURRICULUM UNIT (Course Core Performance Task, 30 pts.)**

You will work in groups of three to four to develop an integrated teaching unit (**your unit plan groups must be chosen from your section of social studies methods**). Detailed information will be provided in a separate handout during a Monday seminar. **One hard copy of your group unit plan should be submitted to Dr. DeHart.** Your unit plan must also be posted in your electronic portfolio and must include your UbD template, your six lesson plans, and a reflection on what you learned from developing the unit plan. There is a dropbox provided in D2L for you to drop your portfolio link and it must be posted by the end of the second week that you are in the schools full time (see course calendar for exact date). Please see the rubric for this assignment in D2L to see how it will be assessed.

#### **XI. PEER TEACHING FROM THE CURRICULUM UNIT (20 pts.)**

Each unit plan group will choose a lesson from their unit plan to teach in class. The lesson chosen must highlight one of the social studies disciplines/topics (geography, history, political science, economics, behavioral sciences and current events) addressed in class. There will be two lesson presentations given during three class periods and each group will have 30 minutes to teach the activity to our social studies methods class as if we were elementary-aged students. Each group must **provide a hard copy of the lesson plan to Dr. DeHart at the beginning of the class period in which they are presenting the activity.** Electronic versions of the lesson plans should be posted in the discussion section of D2L. Please see the rubric for this assignment in D2L to see how it will be assessed.

There will be a partial class period set aside for groups to work on peer teaching presentations.

## XII. INTEGRATING CHILDREN'S LITERATURE, LANGUAGE ARTS, AND SOCIAL STUDIES IN THE PRACTICUM (15 pts.)

As an elementary teacher, children's literature is an extremely valuable resource for teaching social studies (as well as other curriculum areas) content to young students, not only because children's books present content in an engaging and age-appropriate way, but also because a great deal of instructional time is focused on reading and the teaching of reading. To help you experience the teaching of social studies using children's literature and language arts in the classroom, you will be required to develop one full lesson plan utilizing the same individual lesson plan template you used for your unit plan and teach the lesson in your practicum classroom during the second seven weeks. You should model your lesson on the framework demonstrated by Dr. DeHart in class (see the handout "Framework for Developing Speaking, Listening, and Writing Skills Through Social Studies Concepts" distributed in class) where you use speaking and listening strategies to help students get the most out of the children's book you read to them, and writing strategies to help deepen/extend their learning of the social studies concepts. You should work with your cooperating teacher to determine whether you might teach a lesson from your social studies unit plan, teach a lesson from a social studies unit you and/or your cooperating teacher are planning to teach while you are completing your practicum, or teach this lesson during your reading/language arts block of your classroom day by choosing children's literature that teaches social studies concepts. You should submit your lesson plan along with a reflection on how the children's literature helped students to learn the social studies content and a summary and explanation of the evidence you have demonstrating that students learned the content (it is helpful to include samples of student work with student names removed). For this assignment, textbook readings, Internet articles/stories, and children's magazines/pamphlets do not qualify as children's literature, it must be a fiction or non-fiction children's book published in hard copy. **A hard copy of the lesson plan (using the UbD lesson plan template) and reflection paper (2 – 3 pages) should be submitted at the Friday, November 30th seminar.** If you need to turn this assignment in later than the due date because of a scheduling conflict in your practicum classroom, please email me to request an extension and provide the date when you will be submitting the assignment. If you do not send an email, assignments submitted after November 30<sup>th</sup> but before December 18<sup>th</sup> will receive half of the points they would have received if submitted on time. This assignment will not be accepted after December 18<sup>th</sup>. Please see the rubric for this assignment in D2L to see how it will be assessed.

## XIII. GRADING PROCEDURES

You will receive credit according to the following point system:

### GRADED ASSIGNMENTS

Step Book of teaching strategies (minimum of 16 total)	5 points
Class participation (Self/group-assessment)	10 points
Class participation and attendance, and work in Block III practicum (Instructor assess.)	10 points
UbD Template, Stage 1 based on textbook/unit topic	8 points
Integrated Curriculum Unit Plan	30 points
Unit Plan conference with Dr. DeHart	2 points
Unit Plan peer teaching lesson	20 points
Integrated Children's Lit., LA, and SS Lesson in the Practicum	<u>15 points</u>
Total	<u>100 points</u>

## XIII. GRADING SCALE

Points	Grade	Points	Grade
100-94	A	81-80	C+
93-92	A-	79-75	C
91-90	B+	74-73	C-
89-84	B	72-68	D
83-82	B-	Below 68	F